DOCUMENT RESUME

ED 056 126 UD 010 866

TITLE	A Training Institute on Problems of School Integration for School Board Members, Principals and Teachers in the East Texas Area. Final Report.
INSTITUTION	Sam Huston State Univ., Huntsville, Tex.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	26 Aug 69
CONTRACT	OEC-0-000372-4525(036)
NOTE	94p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Administrator Role; Changing Attitudes; *Equal Education; *Human Relations; *Inservice Teacher Education; *Institutes (Training Programs); Program Evaluation; Race Relations; *School Integration; School Personnel; Social Change
IDENTIFIERS	Texas

ABSTRACT

The sixty participants at the Institute, held at Sam Houston State College included school board members, principals, administrators and classroom teachers. The needs of the participants were considered, in relation to the dynamics of school integration in the program format. The improvement of attitudes and opinions necessary to reduce the educational disparities between Negro and white students was another central part of the content. The processes of: racial isolation; student desegregation and resegregation; faculty cross overs and related unrest in both white and Negro communities; administrative techniques for communicating support of programs; bus transportation; and, compensatory education programs were focused upon. The Institute was held from September 1, 1968 through August 31, 1969. This document is an evaluative report. (Authors/CB)

ED056126

FINAL REPORT FOR SPECIAL TRAINING INSTITUTE ON PROBLEMS OF SCHOOL INTEGRATION

Under the Provision of Title IV., Section 404, of Public Law 88-352
The Civil Rights Act of 1964

Title:

A TRAINING INSTITUTE ON PROBLEMS OF SCHOOL INTEGRATION FOR SCHOOL BOARD MEMBERS, PRINCIPALS AND TEACHERS IN THE EAST TEXAS AREA

Grant Number: OEG-0-000372-4525(036)

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Federal Funds Received: $53,125.00

Duration: Beginning Date: September 1, 1968 through August 31, 1969

Date Final Evaluation Report Submitted: August 22, 1969

Signed: Suler E. Ryan
Dr. Suler Ryan, Director

Signed: Ray King
Dr. Ray King, Associate Director

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TRAINING INSTITUTE PROBLEMS
OF SCHOOL INTEGRATION

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Training Institute on Problems of School Integration

E v a l u a t i o n

I. IMPLEMENTATION OF THE INSTITUTE

The general format of operation has been in accordance with the plan presented in the initial proposal. See Exhibit A. One feature of the proposal was the provision for institution of an advisory committee. This committee composed of teachers, school administrators, university personnel, and community leaders was charged with the responsibility of guiding the initial steps of the operational program within the frame work of guidelines established in the proposal. The committee was also charged with the task of providing continuous feedback particularly from teaching staffs regarding the direction of project operation.

Early activity of the advisory committee after its formation resulted in the formulation of certain operational changes and detailed activity guidelines which have proven to be functional, relevant, and logistically sound throughout the operation of the institute. These changes in procedure included:

1. Selection of Thursday afternoon and night sessions instead of the Saturday morning meetings scheduled in the initial proposal. All participants seem to have been well pleased with this schedule.
2. Local school systems provided substitutes <u>at local expense</u> to allow teachers to attend meetings according to the revised schedule.
3. Extensive visitation by regular project staff members to local school districts participating in the project has been an

adaptation which provided immediate feedback from participating teachers and administrators as well as improved rapport and working comradeship between the project staff and school district personnel.

4. The decision of the committee to assign regular student teachers from Sam Houston State University to the classrooms of teachers who were participants in the project has provided excellent insight from these young people concerning the nature of the integration problem and the impact of the institute program upon administrator and teacher participants. See Exhibit E.

The advisory committee also played an extremely important role in the formulation of the joint assembly portion of the project. The cadre of able speakers suggested by the committee members were able to focus group attention upon specific and relevant problems (See Exhibit F). These speakers presented topics which were an excellent springboard for discussion and interaction during the small group sessions. The speakers who visited and participated in the small group sessions were able to provide valuable reactions to the activity of the small groups.

A significant feature of the institute has been its constant adaptation to the functional needs expressed by the participants as related to format, times table, content, and activities. The following evaluation should be interpreted in terms of the participants reacting to an institute which they had a great deal to do with formulating.

II. BASIC GOAL OF THE TRAINING INSTITUTE

The basic goal of this Training Institute, as stated in the initial proposal, was "to aid teachers, administrators, principals, and board members to identify and cope with problems which they have in the perfor-

mance of their duties in the implementation of guidelines for desegregation established by the U. S. Office of Education and the Fifth Circuit Court of Appeals." The fundamental purpose of this evaluation is to determine if, in the judgment of the participants, they received assistance and encouragement toward the achievement of this goal.

III. SPECIFIC OBJECTIVES OF THE TRAINING INSTITUTE

In order to enable teachers and administrators to identify and cope with problems related to racial integration in schools, a number of specific objectives were formulated in cooperation with university personnel, school administrators, teachers, counselors, parents, and community leaders. These objectives, as stated in the initial proposal, include:

A. To provide a forum for discussion and dialogue to deal constructively with the process of racial integration of public schools

B. To provide reinforcement to school districts where help is needed in the elimination of racial segregation

C. To discuss problems related to:

   1. Elimination of racial isolation
   2. Faculty recruitment and placement in racially integrated schools
   3. Legal problems especially related to building programs, taxing, finance, and/or community pressures
   4. School-community relationships
   5. Psychological and sociological barriers to racial integration and curriculum revision

D. To strengthen relationships between the faculty and administration on the Sam Houston State College campus and school districts in East Texas so as to provide greater service in the crucial area of school integration

E. To assist administrators and teachers in:

1. Identification of administrative and instructional problems related to integration
2. Development of creative leadership in the area of integration
3. Study of special educational problems
4. Individualization of instruction to the maximum extent feasible
5. Gaining of an improved understanding of themselves and their relationships with one another
6. Dealing with student and staff problems related to school and faculty desegregation
7. Recognizing that:
   a. There is a similarity of objectives in teaching children
   b. Each child is an individual
   c. All children should be dealt with in terms of individual needs
8. Understanding the curricular needs of children from diverse backgrounds

Obviously, it was not deemed feasible or possible to accomplish such a wide spectrum of goals to any significant extent in this one-school-year Training Institute. As stated earlier, the general goal of the Training Institute was to provide some assistance in these areas, and to thereby accomplish some amelioration of the problem. The goals of this evaluation study are therefore structured within this limited framework.

IV. COLLECTION AND TABULATION OF THE DATA

This evaluation report is structured in terms of data collected from:

A. Individual interviews and discussions with teachers, counselors, school administrators, school board members, parents, students, and

community leaders

B. Reactions to a questionnaire completed during the final session by all participants in the Training Institute (See Exhibit B)

The questions put to participants, both in individual interviews and in the written questionnaires, were designed to check individual reactions as to how effectively the Institute was meeting the specific objectives stated in Section II. Numerous informal comments were volunteered by participants in response to these questions. (See Exhibit C)

The written questionnaires, as stated earlier, were structured entirely in terms of the specific objectives set forth in the initial proposal. (See Exhibit D)

The following is a tabulation of specific responses to the questions set forth in the written questionnaires:

Questions	"Thumbs Up" (Positive)				"Thumbs Down" (Negative)		
	agree	yes	adequate	limited	disagree	no	lacking
1. Please react to the following statements regarding the Institute.							
a. What we have been doing this session has been helpful in meeting many of the problems which I have.	38				1		
b. The time schedule for these meetings has been convenient and adequate.		40				0	
c. The topics which we have discussed in our meetings have related directly to the work which I do in my teaching assignment.	28				8		
2. Has your participation in this Institute provided significant assistance to you in the following professional areas?							
a. Dealing on an individual basis with the special learning problems of children			14	26			
b. Development of techniques and activities designed to improve the youngster's self-image as this relates to his living and working in an integrated school			13	25			2
c. Diagnosis of special learning problems and information where professional help can be obtained in solving these problems			15	22			3
d. Selection and use of education media (films, filmstrips, transparencies, models, charts, tapes, etc.) to enrich and make my instructional work for students more meaningful			14	18			4

Questions	"Thumbs Up" (Positive)				"Thumbs Down" (Negative)		
	agree	yes	adequate	limited	disagree	no	lacking
3. Have the discussions and activities of this Institute provided help for you in the following areas?							
a. Your working relationship with other teachers and staff members in your school		36				2	
b. Your feeling of pride about the school in which you teach		30				9	
c. My ability to call upon specialists for assistance in my teaching work (librarians, counselors, audio-visual coordinators, principals, etc.)		33				2	
4. Have you developed plans for your teaching next year which include changes in the following professional areas?							
a. Course content adjusted to meet a variety of individual pupil needs		28				2	
b. Use of instructional materials and special resources		35		3		2	
c. Revised instructional methods in class and laboratory experiences for students		31		4		2	
d. Evaluation of pupil progress		37				1	
5. Has the Institute provided any assistance to you in developing a closer working relationship with the parents of children you teach by helping you to plan effectively?							
a. Home visitations		27				9	

Questions	"Thumbs Up" (Positive)				"Thumbs Down" (Negative)		
	agree	yes	adequate	limited	disagree	no	lacking
b. Parent and child conferences at school		29				7	
c. Utilization of community resource people in your teaching		29				7	
TOTAL RESPONSES	66	319	56	98	9	43	9
CUMULATIVE RESPONSES	539				61		

Questionnaire for Administrators

Questions	"Thumbs Up" (Positive)				"Thumbs Down" (Negative)			
	yes	limited	agree	optimistic	no	disagree	doubtful	negative
1. Have you received assistance in the identification of problems and development of strategies for solving of problems in the following areas?								
a. Development of a healthy and productive relationship between teachers and other staff members in your school	19	7			1			
b. Development of curriculum (course content) especially tailored to meet the needs of a variety of individual students in my school	14	8			5			
c. Development of techniques for counseling with individual teachers regarding their adjustment to work effectively on an integrated faculty	18				4			5
d. Development and implementation of plans for in-service education of teachers and other staff members in my school	15	9			3			
2. Please react to the following statements regarding this Institute:								
a. What we have been doing in these sessions has been helpful to meet the problems which I have			21	6		2		
b. The time allotted for these meetings has been convenient and adequate	26				1			4
c. The suggestions which we have considered in our meetings have been appropriate to the problems in my school			22			3		6

Questions	"Thumbs Up" (Positive)				"Thumbs Down" (Negative)			
	yes	limited	agree	optimistic	no	disagree	doubtful	negative
3. Are you developing plans for next year to deal with the challenges that exist in the following areas?								
a. Improvement of school-staff relationships	23				3			3
b. Faculty recruitment and placement in biracial situation	18				1			9
c. Establishment of more effective community relations	23							5
d. Development of a more functional and effective curriculum to meet the wide variety of needs	19				2			7
e. Development of an improved program of in-service growth for teachers and other staff members	16				2			7
4. How do you feel about the long-term prospects for constructive program development designed to deal with problems in the following areas?								
a. Social adjustment of crossover teachers				20			5	1
b. Community reaction to integration of students and faculty				15			9	4
c. Individualized curriculum and instruction designed to meet a broad spectrum of individual abilities and interests				14			10	1

Questions	"Thumbs Up" (Position)				"Thumbs Down" (Negative)			
	yes	limited	agree	optimistic	no	disagree	doubtful	negative
d. Social and education adjustment of students in racially integrated schools				15			10	1
TOTAL RESPONSES	191	24	43	70	22	5	34	53
CUMULATIVE RESPONSES	328				109			

Questions	"Thumbs Up" (Yes)	"Thumbs Down(No)
1. How is the Training Institute assisting you? (Individual comments) See Exhibit B.		
2. Is there any evidence of improvement in the following problem areas?		
a. Relations with the predominantly white community	2	1
b. Relations with the Negro segment of the community	2	1
c. The ability of administrators to deal with school problems without these problems reaching the Board table	3	0
d. The cooperative working relationship of teachers and staff in a racially integrated faculty	3	0
e. The satisfactory social adjustment and effective learning of students (white and Negro) who attend racially integrated schools	1	1
f. The establishment of satisfactory lines of communication between the school district staff and college faculty members	3	0
TOTAL	14	3

3. Through participation in the Training Institute, special assistance has been provided in the following areas: (check)

Faculty recruitment and placement
Legal problems related to integration
Financing special school programs to meet individual needs
Community - school relations
Social adjustment of teachers on racially integrated faculties
Obtaining help of specialists to aid in solution of unique problems
Selection and procurement of instructional materials necessary to the development of new and imaginative programs for special needs

V. ANALYSIS OF THE DATA

As stated earlier, the written questionnaires were designed to elicit teacher and administrator responses regarding achievement of specific objectives set forth in the initial proposal for the Institute and itemized in summary form in Section II of this evaluation report. The written evaluation forms completed by School Board members were, in the judgment of the evaluators, too few in number to be included in this analysis. A questionnaire was prepared and administered to student teachers assigned to schools participating in the Institute program. See Exhibit A. The student teacher responses were, in general, basically similar to those obtained from regularly assigned teaching personnel. The analysis of the student teacher data is included within the teacher section of this report. This analysis will, therefore, be divided into two sections: (1) teacher evaluation, (2) administrator evaluation.

Teacher Evaluation

A. Institute schedule and format

The respondents agreed generally that the program schedule was satisfactory and that the topics were both timely and relevant. Over 90 percent reacted positively to the questions included in Item 1, which had to do with schedule, topics, and format of the sessions.

B. Assistance in the individualization of instruction

Well over 95 percent of the participants indicated that limited, but helpful assistance was provided in presenting ideas for dealing with individual student differences. Nearly 50 percent of the respondents indicated that adequate help was provided to guide them in providing individualized programs. The remainder indicated that the assistance in this area was limited, but helpful.

C. Teacher self-image and relationship with other faculty members

The teachers who responded to the questionnaire indicated that participation in the Institute had resulted in an improved feeling of belonging in the school and a general improvement in their working relationship with other faculty members. Item 3 of the teacher questionnaire deals with this area. Well over 90 percent of the respondents indicated that the activities of the Institute had been of significant help.

D. Instructional (creative) leadership

Item 4 of the teacher questionnaire was designed to elicit teacher response in the general category of teaching methodology. Over 75 percent of the respondents indicated that they had developed new teaching plans for the coming school year as a result of ideas gained through participation in the Institute.

E. Community relations

Approximately 65 percent of the teacher participants indicated in Item 5 of the questionnaire that the Institute had provided limited assistance in the area of improved community-school relations.

Administrator Evaluation

A. Schedule and format

As in the case of the teachers, the administrators in general felt that the Institute schedule, selection of topics, and relevancy of topics were satisfactory. Over 80 percent of the respondents indicated approval in this area.

B. Problem identification

A key area in the basic goal of the Institute was that of identifying and delineating problem areas. Over 65 percent of the administrators felt that significant assistance had been provided, while nearly 100 percent indicated that some assistance was given in this area.

C. Creative leadership

Over 75 percent of the administrator respondents indicated that significant assistance had been provided in such areas as school-staff relationships, faculty recruitment and placement, improved community relations, and relevant curriculum development.

D. Long-range problems

Of the administrators who participated in the Institute, about half were optimistic concerning solution of problems in the future, while about 25 percent were doubtful, but hopeful, and only about 10 percent indicated negative feelings.

VI. INTERPRETATION OF THE EVALUATION DATA

The basic goal of the Institute, as stated earlier, was to assist teachers and administrators in identifying problem areas and developing strategies for solution of these problems. The data from the questionnaires might be grouped into three principal categories as it relates to this general objective:

A. Format and relevancy of the Institute program

B. Specific administrative and teaching techniques related to problems peculiar to racially integrated school (cognitive domain)

C. Feeling of the teachers and administrators about the problem and future progress in this area (affective domain)

Since the teacher and administrator responses were obtained separately, interpretation of the data in this section will be divided into teacher and administrator categories.

Teacher

A. Institute schedule and format

Well over 90 percent of the participants felt that the Institute sessions were well scheduled, timely, and relevant to the problems which they are encountering in their daily assignments.

B. Assistance in the individualization of instruction

Approximately 30 percent of the teacher participants indicated that adequate assistance had been provided in the area of improved methodology. Approximately 65 percent were of the opinion that assistance in this area was limited, but helpful, and that further sessions of this kind should be carried on in the future.

C. Teacher self-image and relationship with other faculty members

In this area of the affective domain, there was almost total agreement that teacher participants had a better feeling about themselves as contributing members of their faculties, and about their fellow faculty members, both Negro and white. The only significant, obvious departure from this apparent good feeling was a comment by several white participants that the planners should have included more white speakers in the general sessions.

Administrator

A. Institute Schedule and format

Over 90 percent of the administrator respondents indicated that the Institute was satisfactory from the standpoint of time schedule, selection of topics, and relevancy of activities.

B. Assistance in the individualization of instruction

In this cognitive area of administrative work, about 60 percent of the participants felt that they had received significant assistance, while nearly 30 percent felt that much more help was needed.

C. Administrator self-image and feeling about the future

The administrators were considerably less optimistic about future developments in the area of racial desegregation than were teachers. A number expressed the feeling that the Institute had provided help, but were somewhat doubtful as to whether this help would be adequate to meet future problems. About 60 percent could be categorized as being optimistic, while the remainder were pessimistic or quite doubtful about the future.

VII. CONCLUSIONS STATED IN TERMS OF TRAINING INSTITUTE OBJECTIVES

Nearly all of the participants, both administrators and teachers (95 percent), felt that the Institute had been successful in achieving its basic goal, this being, provision of assistance to administrators and teachers in identifying and coping with problems they have in the performance of their duties in the implementation of guidelines for desegregation established by the U. S. Office of Education and the Fifth Circuit Court of Appeals.

In terms of specific objectives, the following represents a synthesis of administrator and teacher reactions regarding each of the objectives stated within the initial proposal.

A. Provision of a discussion forum for consideration of problems related to racial integration of public schools. Over 95 percent of the respondents and interviewees indicated that this objective had been achieved satisfactorily.

B. Provision of aid and support (reinforcement) to school districts in eliminating racial segregation. Approximately 90 percent of the questionnaire respondents and interviewees indicated that considerable assistance had been provided by the Institute in this area.

C. Assistance in faculty recruitment and placement in racially integrated

schools. This item pertained primarily to administration. Approximately 60 percent of the administrators indicated that they had received some assistance, while the remainder felt that help was not needed, or that this problem did not exist in their particular school district.

D. Assistance in legal matters related to racial integration. All of the administrators interviewed, as well as those who responded to the questionnaire, said that assistance provided by the Institute had been adequate.

E. Improved school-community relationships as this pertains to racial integration. Seventy-five percent of the respondents and interviewees felt that participation in the Institute had enabled them to improve their working relationship with the community, while 25 percent indicated that the Institute program had been quite inadequate in this area. Several suggestions were put forward for improvement. See Exhibit B.

F. Psychological and social barriers to successful integration of schools. Ninety percent of the teachers and 75 percent of the administrators who participated in the Institute and completed the questionnaires indicated that experiences gained through this program had been helpful in alleviating psychological and social barriers.

G. Technical assistance with instructional problems. Approximately 65 percent of the administrators interviewed felt that the technical assistance provided through the Institute was adequate, while the remainder felt that much more help was needed. Seventy percent of the teachers who participated and responded to the questionnaire indicated that technical assistance was limited, but helpful; whereas 30 percent indicated that the technical assistance in such

areas as media utilization and curriculum development had been adequate.

The overall evaluation structured from the data provided in this report indicated that over 75 percent of the participants were completely satisfied that the basic objectives of the Institute had been met. In cases where teachers and administrators described the program as limited, but helpful, numerous suggestions for improvement were offered. See Exhibit B. From the data cited in this report, it is quite obvious that further efforts similar in format and design should be implemented in this area of Texas. None of the participants indicated that any basic change was necessary in the format and organization of this Institute.

Based on the conclusions formulated from the data cited in this report, it would be logical to assume that progress has been made in dealing with the problem of racial integration in the schools of East Texas, but that intensive efforts should be made to develop and implement expanded programs similar to this Institute.

Exhibit A

Abstract and Proposal

ABSTRACT

A. Title: A TRAINING INSTITUTE ON PROBLEMS OF SCHOOL INTEGRATION FOR SCHOOL BOARD MEMBERS, ADMINISTRATORS, PRINCIPALS, AND TEACHERS IN THE EAST TEXAS AREA

B. Submitted by: Sam Houston State College

C. Director of the Program: Dr. Sular Ryan
Dean, School of Education

D. Objectives: The general objective of this Institute is to aid school board members, administrators, principals, and teachers in the East Texas area to identify and cope with problems they have in the performance of their duties in the implementation of the guidelines for desegregation established by the U. S. Office of Education and Fifth Circuit Court of Appeals. The institute will provide a forum for discussion and dialogue in dealing constructively with the process of integration and providing reinforcement to those school districts where help is needed. Particular problems addressed will generally pertain to the elimination of racial isolation in the public school; faculty recruitment and placement; legal problems, especially related to building program, taxing, and financing; political and/or community pressure; school-community relationships; and psychological and sociological barriers to racial integration and curriculum revision. Finally, an attempt will be made to strengthen the relationships between faculty and administration on the Sam Houston State College campus and the school districts in East Texas so as to add greater service in the crucial issue of school integration.

E. Procedure: The Institute will be conducted in three phases. Phase One will be during the fall of 1968 and Phase Two during the spring of 1969. Each phase will involve 50 to 60 participants from 10 public

school districts. Each district will be invited to send a biracial team of from five to seven persons. These teams will include board members, administrators and classroom teachers. One day-long seminar will be held each month during Phase One and Phase Two. Each school district will be visited each month by a college team to discuss the problems and implement the suggestions and possible solutions. This Institute is designed as an informative inservice program to provide "in the field" assistance for school personnel in the predominantly rural areas of East Texas. These school systems are in the early stages of desegregation, and local help and consultation are needed. Phase Three will constitute an intensive evaluation of the Institute program and the effectiveness of the visitations with each participating district.

The program of the Institute will be developed in terms of the general problems regarding school desegregation as identified by the participants. Specific needs in terms of staff relations, community relations and curriculum revision will be addressed.

A planning committee of local school personnel will be formed. This committee will further help to identify local needs so the Institute can focus on these problems.

The Institute team will be composed of college faculty with released time Institute work. Nationally known consultants will be used for the campus seminars as well as the visits to the districts. Phase Two will include two workshops in curriculum revision and special attention to sensitivity training.

F. Time Schedule: September 1, 1968 to August 31, 1969

G. Budget: Total Cost: Federal Funds Requested $56,650.00

A TRAINING INSTITUTE ON PROBLEMS OF SCHOOL INTEGRATION FOR SCHOOL BOARD MEMBERS, PRINCIPALS AND TEACHERS IN THE EAST TEXAS AREA

I. PROBLEM IDENTIFICATION

A. Nature and Basis of the Problem

March 29, 1967, the Fifth Circuit Court of Appeals in New Orleans affirmed its earlier decision which orders school districts in Texas to actively work to end their dual school systems. The Court's decision regarding school desegregation came with explicit regulations and instructions on how total integration should be achieved by September 1, 1967. Reaction to this and previous decisions has been negative in East Texas on the part of many policy makers and officials. However, nearly all school districts in the region are making plans for varying degrees of compliance. In all of the school districts racial isolation is quite severe. During the 1967-68 school year, for example, the percentage of Negroes in East Texas schools was nearly 50 percent and, of that total, 95 percent were in all-Negro schools. Ninety-seven percent were in majority Negro schools according to the 1967 report of the U. S. Commission on Civil Rights. Most schools in this area were completely segregated until 1967. This rising enrollment of Negro students is compounded by only a slight increase in the number of Negroes being admitted to white schools.

Faculty desegregation for the 1968-69 school year presumably will be a major emphasis of the U. S. Office of Education. School districts are required to have a number of "cross-overs" - Negro teachers who teach in white schools and vice versa - equal to twice the number of schools in the district, according to one spokesman of the U. S. Office of Education. Yet, in East Texas very few schools have complied. The Court

goes beyond the guidelines, which do not require that there be a crossover at every school, and makes this obligatory. There is a community pressure to avoid having women teachers and clerical workers work under male Negro principals.

Moreover, a climate of uncertainty and even fear, in many instances, exists in some schools. Teachers are aware that the local community power structure and decision makers are not in harmony with the federal law. The Southwest has had a history of strong individualism, states rights, provincialism and emphasis on local control. Administrators understandably are ambivalent as they confront the conflicting demands growing out of the local mores and the national interest. They are limited in what they can creatively do until they have the legal and moral support needed to act. Security and job tenure are of great concern to these professional educators. Many school administrators are eager to comply with the federal laws and the ruling of the courts if they have the assistance of informed colleagues and help in interpreting the laws to their respective communities.

The school superintendents of this area, in general, give high priority to staffing problems. With the districts, some of the most serious questions administrators have are taxing, adequate teacher salaries, faculty recruitment. Compounded with desegregation, it becomes a most critical situation. The better trained teachers tend to be placed in schools serving middle class children. When schools are combined, it is feared that Negroes will be displaced. Thus, they too resist integration. School districts are beginning to seek help on this problem and need assistance in upgrading, as well as, desegregating their faculties.

Another area in which the school districts need help is in the field of transportation. The Fifth Circuit Court says that every student

choosing either the formerly white or the formerly Negro school nearest his home must be transported to the school, if that school is sufficiently distant from his home to make him eligible for transportation under generally applicable transportation rules. The State Board of Education reimburses school districts for bussing eligible children between their homes and school. In the past, the school systems in the region, operating on a freedom-of-choice plan, have bussed Negro children past white schools to predominantly Negro schools. The up-shot of the problem, however, is that all school systems will have to establish bus routes which do not perpetuate segregation and which will help eradicate the bus routes which do not perpetuate segregation and which will help eradicate the dual system.

Another problem, which has troubled the school administrators of the region, is the method of communication to the minorities of the region about their rights. The Fifth Circuit Court is very specific about how and when school districts under a freedom-of-choice plan of integration are to send out freedom-of-choice forms to the parents of school children. Currently, the Texas Advisory Committee to the U. S. Commission of Civil Rights is inquiring into this and other civil rights matters as they relate to public education. School districts in this area are developing plans to comply, but should large numbers of Negro parents elect to send their children to previously all white schools, the schools are not being prepared adequately for this eventuality. Racial isolation in the schools has created serious disparities in educational attainment between Negro and white students. Not only is there a serious gap between the Negro and white students in their educational backgrounds, but also, between their standard and level of living. The existence of social,

economic, housing, and other cultural disparities create a very difficult problem even for creative and well motivated teachers, who wish to help Negro children assimilate and learn. The problem is accentuated by the fact that most teachers do not have the insight, training and skills to deal with this aspect of desegregation.

Finally, school systems in this region have been committed to the dual school concept. They have built schools where the school population resides. But, because of residential segregation the building of new schools by the neighborhood plan transforms de jure segregation to de facto segregation. This, the Fifth Circuit Court will not tolerate. The Court says that school districts shall locate any new schools or expand old schools with the objective of eradicating the vestiges of the dual system. Some school systems in the region are involved in large scale building programs and it is essential that they be designed in such a manner that they will be able to comply with the decision of the Court.

These are some of the problems that have been identified in previous contacts with school administrators, board members and teachers in this region. Other problems, particularly in the area of curriculum, could be detailed as they have been defined in three Institutes for Teachers of Culturally Deprived Children held on the Sam Houston College campus, and one Drive-In seminar on School Integration held on the campus during the summer of 1968. Reports of six previous institutes on school desegregation in the Gulf Coast Area substantiate these findings. These institutes have attracted the classroom teachers, who have said again and again that the policy makers, administrators and principals are the ones who need assistance most. Therefore, this Institute is designed to address itself to this seriously felt need. If this institute can help the superintendents, their administrative staff members, and board members come to grips with

the problems defined above, and understand the teachers' practical needs this will encourage and facilitate further student and faculty desegregation and improve the quality of education for children of all races. By including participants at several levels within a system, dialogue will stimulate learning.

B. What Has Been Done To Help With The Problem?

Sam Houston State College has conducted three six-weeks summer Institutes for Teachers of the Culturally Deprived. These Institutes have emphasized curriculum revision. In addition to helping them in relationship to the teaching-learning situation in both the elementary and secondary schools, the institutes also provided manpower training to help teachers develop vocational counseling, job placement skills, and knowledge of resources for future employment of the students from deprived sub-cultures. The proposed Institute is built on the experience and relationship established in the past, and is designed to provide information, assistance, and encouragement to the administrators in Rural East Texas.

C. Plans and Resources

During the first Phase of the Institute, ten schools will be requested to send one biracial group of participants to the campus each month for a seminar. This group should include a representative from the school board (preferably the president), a principal from an elementary school, a principal from a secondary school and several classroom teachers.

The small group sessions or workshops will be stratified according to the nature of the problems identified. These small group sessions will provide opportunity for informal interaction and dialogue.

Activities for the participants involving experiences through work with

able consultants and lecturers, small group discussions, and independent research should provide basic understandings of the process and problems identified as the school districts desegregate.

These persons, expecially the administrators, will be asked to bring vital data, maps, surveys, short and long range plans and other related information.

The staff will provide the necessary instruments, check lists and the like, to assist the group in exploring the problems and assess what has been accomplished. Each community will benefit, because the Institute should make possible a more workable plan for each district.

The effectiveness of the Institute can be assessed through the follow-up visits to each district, and consultation with administrators, lay people and teachers. Sam Houston State College will make all of its resources and facilities available to implement the effectiveness of the Institute program. Selected student teachers at both the elementary and secondary levels will be assigned to rooms having both Negro and white children. This will provide an entry for the individual visits to the classrooms and aid in helping the regular classroom teacher in curriculum revision.

II. OBJECTIVES

A. To help school board members, administrators, and teachers to identify the administrative problems they have in the performance of their duties, in the light of the latest decision of the Fifth Circuit Court of Appeals and the Guidelines for Desegregation established by the U. S. Office of Education.

B. To foster the development of creative educational leadership, through an extensive study of the nature of the modern community's educational problems - particularly problems pertaining to the elimination of racial isolation in the public schools.

C. To study the special problems of an educational nature that are coming about as a result of total desegregation.

D. To help school personnel develop knowledge and understandings of the factors associated with the diverse backgrounds of the children and what should be done by Negro and white teachers in the classroom to enable the children to learn with the least number of human relations problems.

E. To help school personnel at several levels gain better understandings of themselves and their relationships with one another.

F. To provide the guidance essential to helping teachers, school board members, and administrators deal with problems of faculty and pupil behavior that arise as a result of total desegregation.

G. To help school personnel understand that (1) there is similarity of their objectives as they teach children; (2) there are both Negro and white underprivileged children: (3) each child is an individual having his own unique personality; and (4) all children must be dealt with in terms of

their individual needs.

H. To further help them understand the curricula needs of the children coming from diverse backgrounds, and develop essential modifications in the curriculum considered desirable for facilitating the desegregation process in the schools.

I. To help school personnel develop such knowledge, skills and understandings as will enable them to work in their schools and community as leaders and make a significant contribution to the effectiveness of the school and community in the total desegregation process.

J. To provide a forum which will help each district represented to promote a community atmosphere conducive to good human relations, improved educational standards for all children, and a workable program of integration.

III. PROCEDURE

A. Type of Program

An Institute will be conducted at Sam Houston State College for 60 teachers. Participants will be school board members, principals, administrators and classroom teachers. The institute will be coordinated by a Director and an Associate Director. It will be led by a staff of professors in the behavioral sciences and in professional education. One outside consultant of national prominence will be used each day of the Institute. The Institute will be divided into three phases. Phase One will be composed of 60 participants - one team from each of ten school districts. There will be whites and Negroes from each district as outlined under Plans and Procedures. This will provide racial balance and will permit dialogue among Negroes and whites. Phase Two will follow the same plan.

During Phase Three an intensive evaluation is projected.

B. Content of Program

The program of the Institute will be developed from the priority of problems outlined by a committee of respected local administrators. Following the approval of this proposal, this planning committee will be brought together to identify the major needs of schools in the East Texas Area, as they are incident to the desegregation process. The Institute then will be planned to focus on the perceived needs of the Institute participants.

The content of the Institute program will be designed to meet the needs of administrators, principals, and school board members in relation to the dynamics of school integration. It also should provide for the improvement of their attitudes and opinions regarding integration and the necessity to reduce the educational disparities between Negro and white students. Consideration will be given to integration and its related problems in the school and community in an effort to develop favorable attitudes about it as a community process.

Attention will be given to the freedom-of-choice plans as one means of compliance with the desegregation requirements under Title IV of the Civil Rights Act of 1964. It will be made clear that these are acceptable means of compliance only if they accomplish the purposes as stated in the guidelines.

The Fifth Circuit Court of Appeals recently stated: "The proof of the pudding is in the eating: the proof of a school board's compliance with constitutional standards is the result--the performance... the only school desegregation plan that meets constitutional standards is one that works."

In those school systems in which good-faith leadership has been practiced, freedom-of-choice plans have been used effectively in integrating

the schools. A major role of this Institute will be to give the school administrators and school board members the knowledge, skills, inspiration, and desire to develop an atmosphere which will lead to significant progress toward establishing a single, unsegregated school system for all children.

The broad areas on which the Institute will focus will depend upon the way a committee of administrators from the East Texas Area define their problems in a special pre-institute planning session. It is expected, however, that the institute will concentrate on the problems identified above. These will include the processes of racial isolation, student desegregation and resegregation; faculty cross-overs and related unrest in both white and Negro communities; administrative techniques for communicating support of programs and personnel committed to overcome segregation; bus transportation, which does not continue the pattern growing out of the era when segregation was considered legal; compensatory educational programs to overcome the gap between the Negro and white students in educational achievement; the social and economic resources available to students and their parents to surmount the social class desparities which exist between Negro and white students; prescriptive and administrative practices which can be strategically applied so that all students, Negro and white, can share the educational resources of the community; techniques to work with the community power structure; dissimination of information about federal programs and how the systems might apply for them; school district financing related to the educational problems incident to school desegregation; and related issues of policy and programing, in which administrators need retraining to be effective decision makers and agents of change in the new school setting.

Participation in a program which focuses on the unique problems

of local schools should greatly enhance the ability of administrators and other participants in coping with these issues. It is hoped that constructive programs and clear channels of communication can be developed among Institute participants, Institute staff and the U. S. Office of Education.

C. Methods

The Institute leadership will include local administrators and will involve them in planning the institute to identify specific local problems and secure their support in dealing with these problems.

The directors and instructors will have primary responsibility for providing leadership in the program and for developing directions and guidelines necessary to enable the participants to profit most from the institute. Consultants and visiting resource persons will be employed to direct various sessions in developing action guidelines for the participants concerning ways they may approach the different problems considered. The use of "name" consultants will help attract the busy school administrators to attend the institute. These men will be known in their respective fields to the school personnel for their competence and past leadership in education. This kind of approach should help alert the local officials to problems faced in other parts of the country and help them to anticipate and plan for ways to meet these situations.

The Institute will provide a forum for the participants and the institute staff for the purpose of discussing specific questions currently causing them anxiety. The participants will bring with them maps, population data, information on ethnic groups, plans for compliance and other materials which they can share.

The participants will be divided into discussion groups which will serve to provide sensitivity training, planning seminars, and committees for

implementation. An Institute staff member will be assigned to each small group to stimulate, inform, inspire, and otherwise help the participants to develop creative realistic solutions to the problems they define as characteristic of their own districts. During these group sessions, participants will study in depth problems related to the specific nature of desegregation applicable for the group. Principals and superintendents will study faculty, community, and other general problems while classroom teachers will be more concerned with student inter-relationships and curriculum revision.

During the sensitivity training participants will be expected to bring anecdotal accounts from practical field experiences. This will provide a technique to stimulate interaction and dialogue during sensitivity sessions. The final sessions will be spent by participating teams in developing action plans for their particular school situations. Team plans will be reviewed and evaluated, with a view toward putting them into action in the school system.

In carrying out the latter portion of the program, expert assistance will be provided through the use of:

1. The superintendent and available staff.
2. School leaders from districts having experienced successful desegregation of pupils and faculty.
3. Consultants and instructors.

D. Frequency and Duration and Follow-Up

It is planned to begin the Institute on September 1, 1968 and conclude on August 31, 1969. A meeting of staff Planning Committee will be held in early September to make preliminary and specific plans for the institute activities. This meeting will involve people for one day. Later in September the committee of local school administrators will meet with the

institute staff members to develop a problem index and finalize the Institute curriculum. The Institute will meet on the Sam Houston Campus one day each month for nine consecutive months. Each school district will be visited by the college team once each month for nine consecutive months.

A typical schedule for a given on-campus session is as follows:

8:00-8:30	Staff Conference and Discussion
8:30	Assembly Lecture - Visiting Consultants will address the entire group at this time.
9:30	Homogeneous Workshop session and Planning for Implementation
10:45	Coffee Break
11:00	Workshop sessions continued
12:00	Lunch
1:00	Sensitivity training
2:00	Assembly Lecture

In addition to the follow-up session in the Spring of 1969 for Phase one and the Summer of 1969 for Phase Two, there will be an additional method of evaluation. This will include on-site visits by the Director and Associate Director, and members of the staff, to assist school districts in implementing the goals of the Institute.

F. Distribution of Results

All finally approved papers and guidelines developed during the Institute will be made available to each participant and copies will be available for a representative number of teachers in the various schools represented. In addition, such papers and guidelines will be made available and released to all news media at appropriate times.

IV. SELECTION OF PARTICIPANTS

The institute will be open to all qualified applicants from the East Texas Area who live in the predominant rural counties which are within a 75 mile radius of the city of Huntsville. There will be no barriers of race, sex, creed, or national origin. Selection will be made upon the following criteria:

A. Board members, superintendents, principals and teachers will be invited to come in two teams composed of not less than five members each. Each district will be expected to provide an equal number of Negroes and whites. Some districts may select a Latin American team.

B. The professional educator will have the following characteristics:

1. College graduate and properly certified by the State of Texas.

2. Has shown evidence of leadership ability.

3. Has demonstrated a professional attitude in his working relationships and activities.

4. Has the ability and desire to communicate the concepts and the results of the seminar to his board, his faculty, and his community.

5. Indicates a willingness to cooperate fully in the follow-up and evaluation procedures.

No academic credit will be given by the college for the work done by the participants. However, each enrollee will be doing university level work and is expected to participate fully in the institute program. Each individual who attends the institute may do so only on a full-time basis and shall be paid $15.00 plus mileage per Institute day of attendance. An "Institute Day" of attendance means the scheduled Institute program activities during a calendar day which shall consist of not less than five hours of that calendar day. Even though they maintain full-time status, participants are not to receive stipend payment for days of absence, or for days during which they are in attendance for less than five hours.

In the event that participants participation in the Institute is interrupted or is terminated prior to completion of the institute program, stipend payment shall be made to the individual for the period of satisfactory attendance. Each participant is expected to cover his own incidental expenses, as they may be incurred.

V. NON-DISCRIMINATION PROVISIONS

No applicant or enrollee in the proposed Institute on Problems of School Integration will be barred on account of sex, race, creed, color, or national origin, and all business of the Institute will be conducted without regard to these factors. Every effort will be made to keep a balance among all races in the East Texas area in the participant group.

VI. STAFF PERSONNEL

A. Director

Dr. Sular Ryan, - Dean of the School of Education

B. Associate Director

Dr. Ray King - Professor of Elementary Education

C. Instructors

Dr. William Carmichael - Professor of Education Administration

Dr. Bill Waldron - Associate Professor of Psychology

Dr. James Mathis - Professor of Guidance and Counseling

D. Consultants and Resources Persons

Some of the individuals who will be asked to serve the Institute in this capacity will be from school districts that have made early moves toward desegregation and/or integration. Therefore, they will have had definite experience with the problems. These will include persons in administration and other authorities recognized in the area of school desegregation. The following have not yet been contacted, but the list suggests the kind of educators the director hopes to recruit as consultants:

1. Dr. Robert Howsam, Dean, College of Education, University of Houston.
2. Dr. Louise Daugherty, Assistant Superintendent of Schools, Chicago, Illinois.
3. Dr. Daniel Thompson, Department of Sociology, Dillard University, New Orleans, Louisiana.
4. Dr. David Cohen, Director, Race and Education Study, United States Commission on Civil Rights, Washington, D. C.
5. Mr. William Foster, Professor of Law, University of Wisconsin, Madison, Wisconsin.
6. Dr. Charles E. Martin, Superintendent, Chattanooga Public Schools, Chattanooga, Tennessee.
7. Dr. Newman Walker, Paducah Independent School District, Paducah, Kentucky.

E. Facilities and Resources

Sam Houston State College has new buildings and proper facilities to conduct all aspects of this Institute. The new library and seminar rooms will provide space and research facilities for implementation of the Institute. The college has put its full resources at the disposal of the Institute, and will take all measures to assure a successful program. The college is situated in East Texas and plays an important role in supplying the area with teachers and administrators. Therefore, this Institute will initiate and the college will pursue a constructive

program in the area of human relations.

VII. MATERIALS AND EQUIPMENT

1. Books, pamphlets, and other written materials dealing with the problem of desegregation and human relations.
2. Rental of films related to the topic under discussion.
3. Filmstrips pertinent to the topic under discussion.
4. Rental of tapes prepared by recognized authorities in the field of human relations.
5. Transparencies to be used with overhead projectors.
6. Other materials and films for which there is no cost will be secured from the Anti-Defamation League, The National Catholic Conference for Interracial Justice, and The Houston Council on Human Relations.

VIII. TIME SCHEDULE

The participants will register September 27, 1968. The first session will be held October 8, and each third Thursday through May 1969. The individual district visit will be made during the first two weeks of each month.

IX. OTHER INFORMATION

A. No other funds are available for this proposal except from Title IV, Section 405, P. L. 88-352.

B. This proposal has not been submitted to any other agency.

C. This proposal is not an extension of, or addition to, a project previously or currently, supported by the Office of Education.

PROPOSED BUDGET

Special Training Institute Program
Under Title IV, Section 404, P.L. 88-352

Submitted by: Sam Houston State College
Huntsville, Texas 77340

Duration: Begininning Date: September 1, 1968 Ending Date: August 31,

I. Stipends and Participants' Travel: 20,160

A. Stipends: For Institute participants at the rate of $15 per Institute day of attendance for 20 Institute days

60 x 10 x 15 x 2 18,000

B. Participants' travel

12 x 100 x 20 x .09 2,160

Total Stipends and Participants' Travel 21,950

II. Direct Costs:

A. Compensation for Personal Services:

1. Director of the Institute - Salary 12,000 for 9 months. Administer the program on the Sam Houston State College campus, Director of Registration and counseling or participants, recruiting, program planning, staffing, consultation, recording and editing Institute's publication, follow-up evaluation. 25% x 12,000 4,000

2. Associate Director - Salary 18,000 for 12 months). Coordinator for program planning, staffing, and

		and curriculum. Serve as education consultant to participants and schools, assist in evaluation. 20 % x 18,000	3,600	
	3.	Five professors to be recruited to serve as a faculty. Each one will be present every day for all sessions. Each will make at least two formal presentations in the area of his special competence and lead several small group sessions each day of the institute. 5 x 24 x 60.00 per day.	7,200	
	4.	(a) Visiting Consultants - 20 Institute day @ Av. $75	1,500	
		(b) Eight local resource people for planning @ $50	400	
		(c) Local school visitation: 40 consultant days @ $75	3,000	
	5.	Secretarial Service - promotion, typing transcripts, correspondence 50% of $4,500	2,250	
B.		Employee's Service (Social Security at 4.4%)		960
C.		Supplies and Materials		980
	1.	Operating supplies - stationery, letterheads, envelopes, evaluation questionnaires, folders for participants.	500	
	2.	Training materials - (Mimeograph copies of relevant material from		

	books and monographs, pamphlets, textbooks and films on Special Problems of Education - At a maximum of $4 per Participant) 120 x $4		480	
D.	Travel			4,550
	1. Staff, car or economy air, approx. 12,000 miles @ 9¢		1,080	
	2. Consultants, 20 trips @ Approx. $100		2,000	
	3. Resource people, 1 trip for 8 x 100 @ 9¢		70	
	4. Per diem, staff 5 days and consultants 20 days 25 x $16		400	
E.	Communications			150
	1. Postage	$ 50		
	2. Telephone	100		
		$ 150		
F.	Printing - final reports			600
			TOTAL DIRECT COSTS	29,190
III.	Indirect Costs			7,300
				36,490
				20,160
			$	56,650

I.	Stipends and participant travel	$ 20,160
II.	Direct Costs	29,190
III.	Indirect Costs	7,300
	TOTAL FUNDS	$ 56,650

Exhibit B

Reactions to Questionnaire

Training Institute on Problems of School Integration

Questionnaire for Administrators

1. Have you received assistance in the identification of problems and development of strategies for solution of problems in the following areas:

   a. Development of a healthy and productive working relationship between teachers and other staff members in your school

   [19] Yes

   [7] To a very limited extent

   [1] No

   I need more help in 2

   b. Development of curriculum (course content) especially tailored to meet the needs of a variety of individual students in my school

   [14] Yes

   [8] To a limited extent

   [5] No

   I especially need more assistance in 8

c. Development of techniques for counseling with individual teachers regarding their adjustment to work effectively on an integrated faculty

[18] Yes

[5] Inadequate but needed

[4] No

I especially need more assistance in 3 _____

_____

_____

d. Development and implementation of plans for inservice education of teachers and other staff members in my school

[15] Yes

[9] Limited but effective

[3] No

My teachers and staff members most urgently need assistance in

3 _____

_____

_____

2. Please react to the following statements regarding this institute

a. What we have been doing in these sessions has been helpful to meet the problems which I have

[21] Agree

[2] Disagree

[6] So far, so good but I suggest _____

_____

_____

b. The time allotted for these meetings has been convenient and adequate

[26] Yes

[1] No

[4] Suggest the following changes _____

_____

_____

c. The subjects which we have considered in our meetings have been appropriate to the problems in my school

[22] Agree

[3] Disagree

[1] I suggest dropping the following topics

1. _____

_____

_____

[5] I suggest adding

1. _____

_____

2. _____

_____

3. _____

_____

3. Are you developing plans for next school year to deal with the challenge that exists in the following areas

a. Improvement of school staff relationships

[23] Yes

[0] No

[3] Not necessary

[3] I need more assistance

b. Faculty recruitment and placement in biracial situations

[18] Yes

[1] No

[9] Not necessary

[0] I need more assistance

c. Establishment of more effective community relations

[23] Yes

[0] Not necessary

[5] I need more assistance

d. Development of a more functional and effective curriculum to meet a wide variety of needs

[19] Yes

[2] Not necessary

[7] I need more assistance

e. Development of an improved program of inservice growth for teachers and other staff members

[16] Yes

[2] Not needed

[7] I need more assistance

Please describe briefly a plan which you have designed for implementation in your school this next semester or school year

12

4. How do you feel about the long term prospects for constructive program development designed to deal with problems in the following areas

a. Social adjustment of cross over teachers

[20] Optimistic

[5] Doubtful

[1] Negative

Comments 4

b. Community reaction to integration of students and faculty

[15] Optimistic

[9] Doubtful

[4] Negative

Comments 4

c. Individualized curriculum and instruction designed to meet a broad spectrum of individual abilities and interests

[14] Optimistic

[10] Doubtful

[1] Negative

Comments 4

d. Social and educational adjustment of students in racially integrated schools

[15] Optimistic

[10] Doubtful

[1] Negative

Comments 4

5. Please offer any suggestions which you might have for further development of this institute to deal with your problems or meet your needs which have thus far not been satisfied.

14

Training Institute on Problems of School Integration

Questionnaire for Student Teachers

1. Has you participation in the student teaching program provided assistance in the following areas:

   a. Dealing on an <u>individual</u> basis with the special learning problems of children

      [16] Adequate help

      [11] Limited but helpful

      [1] Impractical

      Suggestions for improvement 10

      _____

      _____

      _____

   b. Development of techniques and activities designed to improve the student's self image as this relates to his living and working in an integrated school

      [18] Adequate help

      [5] Limited but helpful

      [5] Lacking or impractical

      Suggestions of needs that exist in this area 10

      _____

      _____

      _____

c. Diagnosis of special learning problems and information where professional help can be obtained in solving these problems

[12] Adequate in my assignment

[8] Limited but helpful

[8] Lacking

I need more help in 13

d. Selection and use of educational media (films, filmstrips, transpariencies, models, charts, tapes, etc.) to enrich and make my teaching more meaningful to students

[13] Adequate

[10] Limited but useful

[5] Lacking but not necessary

2. Do you feel that your student teaching experience will help you as a teacher in an integrated school

[22] Yes

[4] No

Please list several reasons for your answer

1. 26

2.

3.

3. Were there any experiences in your student teaching work which caused you serious concern?

[21] No

[7] Yes

Please explain or describe 12

4. If you taught in an integrated school, what suggestions would you make to other student teachers who will have a similar experience in the future (Please list about 4 or 5)

1. 25

2.

3.

4.

5.

Training Institute on Problems of School Integration

Questionnaire for Teachers

1. Please react to the following statements regarding the institute

   a. What we have been doing in these sessions has been helpful in meeting many of the problems which I have

   [38] Agree

   [1] Disagree

   [4] So far, so good but I suggest _____

   _____

   _____

   _____

   b. The time schedule for these meetings has been convenient and adequate

   [40] Yes

   [0] No

   [2] Suggest the following changes _____

   _____

   _____

   c. The <u>topics</u> which we have discussed in our meetings have related <u>directly</u> to the work which I do in my teaching assignment

   [28] Agree

   [8] Disagree

   [1] I suggest dropping the following: _____

   _____

   [6] I suggest adding discussion of _____

   _____

2. Has your participation in this institute provided significant assistance to you in the following professional areas:

a. Dealing on an individual basis with the special learning problems of children

[14] Adequate assistance

[26] Limited but helpful

[0] Impractical

[4] Suggestion for improvement _____

_____

_____

b. Development of techniques and activities designed to improve the youngsters self image as this relates to his living and working in an integrated school

[13] Adequate instruction

[25] Limited but helpful

[0] Lacking or impractical

[2] Suggestions of needs that exist in this area; _____

_____

_____

c. Diagnosis of special learning problems and information where professional help can be obtained in solving these problems

[15] Adequate

[22] Limited but helpful

[3] Lacking

[4] I need more help in _____

_____

_____

d. Selection and use of educational media (films, filmstrips, transpariencies, models, charts, tapes, etc.) to enrich and make my institutional work more meaningful for students

[14] Adequate

[18] Limited but useful

[4] Lacking but needed

[2] Not needed

[3] Suggestions for improvement _____

_____

_____

3. Have the discussions and activities of this institute provided help for you in the following areas:

a. Your working relationship with other teachers and staff members in your school

[36] Yes

[2] No

[1] I don't know

b. Your feeling of pride about the school in which you teach

[30] Helped me to feel more secure in my assignment

[9] Had no effect upon my feeling about the school

[0] Caused me to feel less able to cope with my teaching problems

c. My ability to call upon specialists for assistance in my teaching work (librarians, counselors, A-V coordinator, principal etc.)

[33] Yes

[2] No

[4] I don't know

4. Have you developed plans for your teaching next year which include changes in the following professional areas

a. Course content adjusted to meet a variety of individual pupil needs

[28] Yes

[2] No

[6] Slightly modified

[8] Comments _____

_____

_____

b. Use of instructional materials and special resources

[35] Yes

[2] No

[3] To some extent but I need more help in _____

_____

_____

c. Revised instructional methods in class and laboratory experiences for students

[31] Yes

[2] No

[4] To some extent but I need more help in _____

_____

_____

d. Evaluation of pupil progress

[37] Yes

[1] No

[2] I would like to but I need additional help in _____

_____

_____

_____

5. Has the institute program provided any assistance to you in developing a closer working relationship with the parents of the children you teach by helping you to plan effective:

a. Home visitations

[27] Yes

[9] No

[4] Not applicable

b. Parent and child conferences at school

[29] Yes

[7] No

[3] Not applicable

c. Utilization of community resource people in your teaching

[29] Yes

[7] No

[4] Not applicable

Please offer any suggestions which you might have for improving our program in this area

27

Training Institute on Problems of School Integration

Questionnaire for School Board

1. How is the training institute assisting in:

   a. Identifying and delineating the problems of school desegregation

   3

   b. Developing various strategies for solution of these problems

   3

2. Is there any evidence of improvement in the following problem areas (check Yes or No)

   a. Relations with the predominately white community

   [2] Yes

   [1] No

   b. Relations with the Negro segment of the community

   [2] Yes

   [1] No

   c. The ability of administrators to deal with school problems without these problems reaching the board table

   [3] Yes

   [0] No

d. The cooperative working relationship of teachers and staff in a racially integrated faculty

[3] Yes

[0] No

e. The satisfactory social adjustment and effective learning of students (white and Negro) who attend racially integrated schools

[1] Yes

[1] No

f. The establishment of satisfactory lines of communication between the school district staff and college faculty members

[3] Yes

[0] Limited progress but encouraging

[0] No

3. Through participation in the training institute special assistance has been provided in the following areas (check)

[1] Faculty recruitment and placement

[3] Legal problems related to integration

[0] School building problems (construction)

[0] Pupil transportation

[1] Financing special school programs to meet individual needs

[3] Community-School relations

[3] Social adjustment of teachers on racially integrated faculties

[3] Obtaining the help of specialists to aid in the solution of unique problems

[1] Selection and procurement of instructional materials necessary to the development of new and imaginative programs for special needs

4. What do you believe to be the major contributions of this Institute in relation to making school desegregation more successful?

4

5. What contributions <u>might</u> this Institute have made that it did not make?

2

Exhibit C

Informal Comments

Questionnaire for School Board - Summary of Comments

1 - a Identifying and delineating the problems of school desegregation

Bringing problems out in open and discussing them both pro and con - By open discussion many of the problems lose some significance

Brings problems out into the open for discussion

By hearing other school administrators discussing the problems they have as a result of school desegregation. (A number of schools have gone further into this area than ours)

1 - b Developing various strategies for solution of these problems

It's helping us to prepare strategies that have worked in districts with the same common problem. Making us cognizant of some potential problems we would not have anticipated

By applying the experience of the group we see many problems - if not all - have two equal sides.

Letting participants realize that most problems are human rather than racial

4 What do you believe to be the major contributions of this Institute in relation to making school desegregation more successful?

Helps teachers to see that most of us have similar problems regardless of his race

Making these staff members who attended more aware of all the ramifications of complete school desegregation
Helping us to prepare plans that may solve problems unforeseen had it not been for this institute
Giving this region a common method of attacking this problem

The school board stated that it was not sufficiently informed regarding the institute to be able to evaluate it, but that due to the fact that during our first year of total integration there were not problems of a serious nature, it was their opinion that the institute contributed to this successful year of operation.

5 What contributions might this Institute have made that it did not make?

A follow-up whereby all staff members of a district could be involved

Could it have been possible to involve some community organizations, other than faculty members in these programs? Groups such as P.T.A., civic organizations, etc. As active participants, we might possibly have received some indications of community attitude relative to these problems and these participants could have carried home and expressed some of the attitudes of the institute. All in all, a very worthwhile endeavor.

Questionnaire for Teachers - Summary of Comments

1 - a So far, so good but I suggest

Some type of Training Institute for developing better community relations

A more detailed discussion of the real problems rather than barely or touching problems lightly

That more thought be given to summarizing the speakers address

The people that need to attend are the ones not chosen.

1 - b Suggest the following changes

No changes, just suited my afternoon and bedtime

I think the time of the meeting was satisfactory.

1 - c I suggest dropping the following:

School not integrated so the problems were not related to what I do

I suggest adding discussion of:

Teacher relationship also in integrated situations

Classroom problems which relate to children regardless of race

Size of classes of disadvanteged children

Why more Negro teachers are not hired

Actual classroom and school situations in own locale

Problems directly related to integration

2 - a Suggestion for improvement

Perhaps more resources should be made available to the teacher about how to help a child with a special learning problem.

Have persons participating in institute give their problems.

Presentation of more learning problems of children and discussion and suggestions for dealing with these problems. I realize time factor is involved here, but I feel cross over teachers can learn much from frank and open discussion of learning problems of children.

Most of the films viewed were not relevant to my district.

2 - a Continued

A continuation of programs like this one

2 - b Suggestions of needs that exist in this area:

Need to talk more in regards to how we can help pupils attain self-images

More emphasis on motivation and teaching techniques

2 - c I need more help in

How to encourage pupils to become inquiry

Diagnosis of special learning problems. Here again I feel an in-depth study between crossover teachers, counselors and supervisors would be beneficial.

Counseling with different groups, such as different races

Reaching the unreached

2 - d Suggestions for improvement

Visual aids limited - other media (other film clips) may have been beneficial

I feel other educational media should have been used in connection with the filmstrips

Though I am not a classroom teacher I feel this is a must. We are reluctant to change without instruction and help in changing.

4 - a Comments

I shall add more to my plans in manipulation and construction of things to give all a chance to learn or excel in something.

This must be done due to the varying interest of the children taught by me daily.

I feel that my tolerance for students with problems has been improved because of being a part of this program.

Will try even harder to teach the individual child

4 - a Continued

We are in completing curriculum guides

College oriented courses have very little need for change.

Our school is planning total integration education. I really cannot make definite plans, but do feel that this institute has helped me to be more aware of the problems that may arise.

Rather than an all one-lesson plan, I plan to make for as many as three different groups.

4 - b <u>To some extent but I need more help in</u>

Securing free or inexpensive materials

Use of machines-plan to take a course in this so that I may be more efficient

Problem identification

4 - c <u>To some extent but I need more help in</u>

Instructional methods

Getting more laboratory equipments

Securing equipment

Some other areas

4 - d <u>I would like to but I need additional help in</u>

We keep records of pupils' work over a six-weeks period, then we talk about it together.

Ways to show the student a need or a want to progress

<u>Please offer any suggestions which you might have for improving our program in this area.</u>

The institute has been helpful. I only hope more community people could be involved - I mean parents.

I would enjoy having at least as many white as Negro speakers (discrimination). I believe I will be better prepared to evaluate myself after this study.

Use a follow-up program school visitation to see some of the stated problems in action.

Continued

More participants included in the program. This type of program should be broadened to the extent that most districts set up individual workshops pertaining to this major problem.

The program is wonderful, but more teachers and administrators should be encouraged to attend these meetings. If more professional people could attend meetings like the ones I have attended it would soon get the problems solved.

This institute has been very enlightening in many ways. Many things done, that are not acceptable by either race, are done through ignorance and misunderstanding. This institute has brought about some understanding that perhaps will be carried back to communities.

Carry-over into community - Institute for community leaders.

To improve the program, I believe parents and other citizens in the community should have been included. It may be that such meetings could be help in various communities.

Have more white speakers.

I think that this program has brought about a better relationship and understanding with all concerned educators. The lectures have been wonderful in every respect.

I would suggest having people from the public elementary, junior high and high schools who have had actual experiences in an integrated school to speak at one of the sessions. Also, I think it would be helpful to have more films dealing with problems teachers face in dealing with the children.

Many of the Negro teachers are being dismissed from schools. Why? This needs a thorough discussion.

Individual problems of teachers (local teachers who attend this program) could be discussed rather than so many films. Perhaps we could get at the problems that confront the teachers and pupils of this vicinity. However, the films are actually dealing with problems that arise in desegregation of schools, but I don't think the films present a true picture of our situation.

Strive to reach the parents and to have a better parent-teacher relationship.

Discuss more problems pertaining to the curriculum. Have more discussions pertaining to better human relations.

I work only with culturally deprived children. Taking part in this project has helped me tremendously in solving some of the

Continued

problems that exist in our school. I have used some of the techniques that have been discussed.

This institute has so well fitted my situation that at this time I can't think of any suggestions.

This has been an excellent program. The only suggestion is I hope there will be more programs like it in the future.

The program has been very helpful. I've enjoyed it very much. It would be nice if our parents could attend some meetings of this type.

If possible more parents should be involved in these type meetings so as to help them better understand the problem of both or all races involved.

I think more teachers should be involved in this program.

Use a more varied approach to problems rather than filmstrip group strategy. Involve the people of each district represented - attitudes do not change with so few from each district being involved. A newsletter or some type of communication with those left back home would be helpful.

Adult education and community participation would probably be profitable in speeding our processes and an aid to development of the program.

As a group, I feel the needs are those of dealing with the children from homes where educational values are low, self-concept is low, and aspirations are low or unrealistic. Therefore, the child does poor classroom work. How can a teacher deal with this problem? How does she diagnose and remedy? Present more specific problems. Give new techniques.

We have a very cooperative faculty. However, this institute has been very helpful in bringing about a better relationship with faculty members. It has provided an excellent opportunity for teachers to discuss their problems. It has caused me to have a greater understanding and appreciation of all children and adults. I am thankful for having the privilege of attending this institute. I have no suggestions for improvement.

Continue some type of workshops and bring more personnel as you have done already.

We should have more resource speakers in to talk about community problems between the two races. Not only Negro speakers but white also.

Questionnaire for Administrators - Summary of Comments

1 - a I need more help in

Getting more people involved

Forming more relationships

1 - b I especially need more assistance in

Developing curriculum for more Vocational Training classes to meet the needs of all the students

Curriculum development

We need assistance in this area.

Getting this idea across to more teachers

Curriculum revision

Some type of grouping according to student ability until the educational gap between majority and minority races is reduced

Courses of study and curriculum guides

Course content

1 - c I especially need more assistance in

Techniques for counseling with individual teachers

Getting teachers to be realistic to their problems

This is going to involve the changing of traditional attitudes or acceptance of new ideas and attitudes.

1 - d My teachers and staff members most urgently need assistance in

In-service education

Developing curriculums to meet individual needs. Accepting the child as he is and recognizing worth in all rather than fitting each child to a preconceived set form.

2 - a So far, so good but I suggest

That though the ideas presented were excellent - I wonder if we couldn't have had more concrete applications as to what had worked for some people.

2 - a Continued

We simply need to carry some of these ideas further and each local situation should be handled locally, since many particulars in each community should be, I feel, looked at.

Since this is to be integration, I think we needed the viewpoints of a few white speakers. The speakers showed that this was a little one sided.

More could have been said about problems with students with negative attitudes.

I feel that we have just "scratched the surface." Such a program needs to be continued.

Even the speakers in number for all concerned.

2 - b <u>Suggest the following changes</u>

Stick to a set date for meetings.

Continuation through the summer and next session.

More eating time

Set a regular meeting date and stick to it.

2 - c <u>I suggest dropping the following topics:</u>

Suggest showing both sides of the coin

<u>I suggest adding:</u>

Board members participation; Lay people participation

Curriculum development; In-service program for teachers (local)

The Negro responsibility as an individual and a race to the problem of integration. The Anglo-American's responsibility as an individual and a race to the problem of integration. More face-to-face exchange of views.

Secondary school problems in more detail

More detail about how we can help and understand the problems of the Negro. Identify some of the problems. Things we as educators can do to relate to these children.

Please describe briefly a plan which you have designed for implementation in your school this next semester or school year.

Our school is already integrated, but we plan several things to improve inter-student relationships.

Because of our _____ local circumstances, at the present, we are not yet sure in which direction we should or will go. Also, being new in the area and in this district, I am unable to anticipate this direction. But my past experience indicates which way we should move.

Having teachers to go into more detail in classroom preparation and outlines. They will be better understood.

We are not to this point in our situation yet.

Do not have one

Perhaps team teaching on a two teacher scale. A white and Negro pairing up to work together.

Pin-point any problem that exists and discuss it with all frankness with teacher or teachers.

Applied for a special grant (40,000) to help in working with the staff, community and students.

Weekly visits

Continued in-service meetings with faculty - both formal and informal meetings - to meet problems as they arise.

Desegregate grades 7 - 12. Intergrate class officers and major club officers, with a member of each race being represented in each leading office.

Better public relations through better communication for students and parents

4 - a Comments

I think as people work with each other they learn to know each other better, thus creating a more wholesome atmosphere.

Our teachers are good teachers - it would be difficult to improve on our situation.

Definitely need a program that would include this as a topic - especially in this area - should include many teachers.

a long way to go

4 - b Community reaction to integration of students and faculty - Comments

Not enough experience in this area

I want to be optimistic at all times, but many times circumstances make us doubtful.

Good relationship already

This should be included along with the previous item and include several lay people.

4 - c Individualized curriculum and instruction designed to meet a broad spectrum of individual abilities and interests - Comments

Need more money to hire more teachers

Good vocational and grouping already exists - except some problems exist on grouping

This program is, in my opinion, necessary until the educational gap is reduced to some extent.

Need help here

4 - d Social and educational adjustment of student in racially integrated schools - Comments

One year of complete integration in our school system definitely leads me to mark these areas as very optimistic.

Relations need some strengthening. There is a tendency to follow "block" leadership - group voting, rather than individual thinking.

Going to be very difficult

Students are, as young people more receptive to today's changes than are the adult population in this area.

5 Please offer any suggestions which you might have for further development of this institute to deal with your problems or meet your needs which have thus far not been satisfied.

I feel there is a need to continue along the same line and general areas. I would hope that each school might have a larger number of participants.

More time in discussion group to discuss current problems.

The discussions have given much food for thought and have influenced and strengthened my belief in educating the child - not the group. We should make some self evaluations and encourage our teachers to follow through on these things.

Continued

How to compete with radio, T. V. and newspapers in overcoming negative attitudes, hatreds of races etc.

Instead of having separate group sessions for administrators, permit the teachers to be in some of the same group sessions. This kind of institute should continued, even if some course or courses should be implemented.

Dr. J. B. Jones of T.S.U. was very, very excellent and well versed in the problems facing us today. His suggested solutions to some of the problems were worth while. The institute was well organized and well staffed. The greatest benefit was the practice teacher situations of putting Negro teachers in white classrooms as well as white teachers in Negro classrooms. Many of these future teachers (in our school) experienced for the first time the different ethnic, moral, social as well as cultural differences of our students.

More discussion groups to go over problems and learn how others have solved them. Less speaking at the beginning of each session.

Perhaps if more time was alloted for group discussions a better understanding could be arrived at between the groups.

Money for better facilities and personnel. Change in requirements of accreditation standards to meet needs of different types of students.

Better qualified personnel. Money for more personnel and better facilities.

There should be a well planned coming together of teachers in each department, so that teachers themselves can learn various approaches from each other.

Develop guidelines for the deprived for:
Improvement in respect for authority
Improvement morals
Improvement motivation for learning and advancement

I feel that the problems need to be more specific in the terms of language, social customs and educational goals.

A similar institute next session, trying to get more people involved.

Exhibit D

Objectives of the Questionnaire

Objectives of the Questionnaires

The questionnaires were designed to:

1. Check on the achievement of goals set forth in the proposal
2. Emphasize the basic problem areas dealt with in the program (teaching function)
3. Sample any evidence of attitude change (basic to the success of the progra
4. Provide an internal check on validity of responses by asking the same question several different ways
5. Save the participants time by providing boxes to be checked rather than written responses
6. Provide an opportunity for written responses if the participant desires to react in that manner
7. Provide data related to broad basic areas rather than isolated specific problems

Administrator Questionnaire	4 Areas
Teacher Questionnaire	6 Areas
School Board Questionnaire	3 Areas

8. Provide for program improvement based upon organized suggestions offered by participants (if this be the case)

Administrators

1. Assistance in problem areas
2. Organization and function of the institute
3. Plans for improvement in your school
4. Attitude change

Teachers

1. Organization and function of the institute

2. Assistance in problem areas

3. Feeling about the school

4. Plans for improvement

5. Relations with patrons of the school

School Board Members

1. Attitude toward the institute

2. Evidence of improvement or lack of improvement

3. Assistance in problem areas

Exhibit E

Student Teachers

Student Teachers

One phase of the program of the Institute for School Desegregation was concerned with the involvement of student-teachers in desegregated classes during their supervised practicum. Members of the college staff who were assigned to the Institute served as supervisors of these student-teachers. The purpose of this project was to determine if students without any change in formal instruction and without a planned approach (coaching) would experience any unusual difficulties in a bi-racial classroom that might have been minimized by planned instruction at college prior to the teaching experience.

It was announced to all prospective student-teachers that additional student-teaching centers would be open to them for the spring semester. They were not told that these centers were in the schools participating in the Institute. Most student-teachers who requested these schools did so because of convenience or because they preferred to work in small school systems.

College supervisors visited with the student-teachers on at least eight occasions. They observed the student-teachers as they taught and visited with the cooperating teachers and with the school administrators. There was complete and sincere cooperation by all those involved throughout the experience.

The college student was encouraged to discuss any problems that arose with their supervisor and to express any concerns that bothered them. It was readily evident that a mutual vocabulary gap existed between the student-teacher and some of the recently integrated pupils. It was also evident that there was a paucity of supplementary reading materials in many of the homes of the educationally deprived and was often

necessary to make carefully individualized homework assignments if there was to be any expectation of getting them completed.

Classroom control was not related to the ratio of integrated students as might have been expected.

Student-teachers were assigned to the following school systems for this experience: Conroe, Coldsprings, Huntsville, Trinity, Groveton, Lovelady, and Crockett. The supervisors assigned to these schools were: Dr. Waldron, Dr. King, Dr. Mathis and Dr. Carmichael. A minimum of eight hours was spent in each of these schools for the purpose of this study.

An instrument was developed for the evaluation of the student-teaching experience. A copy of the instrument and a summary of the findings will be a part of this evaluation.

Questionnaire for Student Teachers - Summary of Comments

1 - a Suggestions for improvement

Smaller classes would allow for more individual assistance.

The student should be placed in a class suited to his level of ability.

Self-contained classrooms containing non-readers require much time.

Off-duty periods or before and after school periods could be used for individual help and encouragement.

1 - b Suggestions of needs that exist in this area

The teacher should encourage the Negro students to express themselves verbally in more activities.

Much help is needed from the child's home. A poor home environment seems to destroy the child's progress in the classroom.

The student should not be neglected because he is unable to keep up, academically, with the rest of the class.

The Negro student should be helped to feel his importance within the classroom.

1 - c I need more help in

Working with mentally retarded students

The school lacks professionally trained people to deal with the problems of the child.

Coping with problems in reading and phonics

Evaluating my students' personalities to learn what "makes them tick."

Reaching those students who do not seem to care

Determining the learning problems of many of the children

2 Please list several reasons for your answers

I did not have many Negro students in my class.

It opened my eyes to many problems connected with integrated classrooms that I was not aware of.

It gave me a more optimistic outlook on the Negro student.

I worked with a fine Negro teacher who was very capable of her responsibilities. She was always available when I needed her.

I was able to see that the problems related to integration originate in the homes.

The level of teaching must be flexible so that it can be adapted to the slow learners.

I will be teaching in a school system very similar to the system in which I did my student teaching.

Since most public schools are integrated, it was a valuable experience for me to teach in a partially integrated school.

I have been able, through observation and experience, to see the unique differences and problems in a colored child.

I am beginning to understand the dialect.

The students who needed the most help refused it.

The experience of working with a faculty in this situation has helped me to understand the teaching situation better.

I have been able to observe how different the educational backgrounds are among the different races.

3 Please explain or describe

I was concerned with the unconcern and indifference of my students.

I had no serious problems. In fact, the children were very helpful.

There was a discipline problem, but the problems were caused by only a few students.

The lack of school, community and teacher-parent cooperation

My only concern is for the cultural handicap the black child bears.

4 If you taught in an integrated school what suggestions would you make to other student teachers who will have a similar experience in the future

Attack problems before they get out of hand.

Have parent-teacher conferences to become familiar with the home and socio-economic situation.

Treat all students equally as individuals regardless of race.

Try to be patient with the child.

Don't ever let your prejudice overrule your judgment of the child.

Realize that provisions must be made for individual differences.

Listen and learn as much as possible from your cooperating teacher, other teachers, principal, school nurse, and other experienced persons with whom you come in contact.

Screen your language activities or class exercises to see that no racial overtones are inferred.

Have a good sense of humor.

Try to better peer relationships in the classrooms.

Be sincere, especially when dealing with them individually.

Give all the individual help you can in language.

Include the Negro students in oral group activity or other such classroom activities.

Do not expect too much from your colored students.

Be sure that you know whether or not an assignment is possible before you assign it. (For example: do they have the necessary books for research?)

Exhibit F

Speakers

Speakers for the Institute on Desegregation

The speakers and their speeches which were given for the Institute on Desegregation are as follows:

November:

Mr. Grant Cook - Attorney at Law, Houston, Texas
"Some Legal Aspects of School Integration"

December:

Dr. Cleveland Gay - Director of Guidance, Chairman of the Department of Psychology, Bishop College, Dallas, Texas
"Self Concepts of the Negro Child"

January:

Mr. William J. Perry - Sociologist, University of Texas, Austin, Texas
"Our Changing Social Structure"

February:

Mr. L. A. Thigpen, Dr. - Huntsville, Texas
"Cultural Implications and the Negro Child"

April:
Dr. J. B. Jones - Texas Southern University
"Guidance for Minority Groups"

May
Dr. George Stafford - Prairie View A & M
"Attitudinal Changes of Teachers"

Exhibit G

Participants

Participants

1. Mrs. Gwynn Anglin - teacher
   1001 Avenue J., Apt. 5, Huntsville, Texas 77340

2. Mr. Fred M. Arneson - principal
   Box 71, Coldsprings, Texas 77331

3. Mr. Pierce Beard - superivsor
   Box 133, Centerville, Texas 75833

4. Mr. Bill Bitner - superintendent
   Box 218, Centerville, Texas 75833

5. Mr. Floyd Boozer - principal
   Box 78, Leona, Texas

6. Mr. James Boozer - principal
   Box 383, Centerville, Texas 75833

7. Jennie Mae Brooks - teacher
   General Delivery, Coldspring, Texas 77331

8. Mrs. Winnie Brown - teacher
   Box 66, Centerville, Texas 75833

9. Mrs. Beverly Bubenik - teacher
   Box 3002 College Station S.H.S.C., Huntsville, Texas 77340

10. Mr. R. L. Burton - superintendent
    Box 752, Trinity, Texas 75862

11. Mrs. Willie M. Cary - teacher
    806 Sycamore, Crockett, Texas 75835

12. Mr. Earl Collier - counselor
    502 Ave. M, Box 1286, Conroe, Texas 77301

13. Mrs. Ruby Cook - teacher
    Box 84, Crockett, Texas 75835

14. Mrs. Robbie Cotton - teacher
    606 Cottonwood, Crockett, Texas 75835

15. Mr. H. C. Cowan - principal
    1927 Ave. L ½, Huntsville, Texas 77340

16. Selmus Curtis - principal
    214 Sunset, Crockett, Texas 75835

17. Hazel Dabney - teacher and assistant principal
    Box 42, Coldspring, Texas 77331

18. Mr. Leroy Dabney - teacher
Box 163, Coldspring, Texas 77331

19. Mr. John Davis - teacher
Route 2, Box 97, Crockett, Texas 75835

20. Mrs. Enda Mae Dean - teacher
Box 218, Groveton, Texas 75845

21. Mr. T. J. DeFee - principal
3 Circle Drive, Conroe, Texas 77301

22. Mrs. Bernice English - counselor
Kennard, Texas

23. Mr. Calvin Franklin - principal
Box 272, Trinity, Texas 75862

24. Mrs. Rosa Franklin - teacher
Box 272, Trinity, Texas 75862

25. Mr. Fred Friday - teacher
P.O. Box 165, Lovelady, Texas 75851

26. Mr. H. D. Glaspie - counselor
Box 644, Crockett, Texas 75835

27. Mr. James E. Hardy - principal
Box 54, Coldspring, Texas 77331

28. Mr. T. A. Harrelson - principal
Box 35, Lovelady, Texas 75851

29. Mr. J. F. Holt - principal
Box 1065, Trinity, Texas 75862

30. Mrs. D. M. Horace - teacher
Star Route, Box 165, Groveton, Texas 75845

31. Mr. Percy Howard - assistant principal
614 6th Street, Huntsville, Texas 77340

32. Mrs. Joyce P. Jones - teacher
Box 145, Centerville, Texas 75833

33. Mr. M. C. Jones - superintendent
Box 97, Coldspring, Texas 77331

34. Mr. John Knierim - principal
Box 567, Groveton, Texas 75845

35. Mrs. Shirley Lemons - parent
Box 325, Centerville, Texas 75833

36. Laura L. Lewis,- teacher
Route 3, Box 138-A, Willis, Texas 77378

37. Mr. J. W. McCord - teacher
P.O. Box 986, Trinity, Texas 75862

38. Mr. J. L. McCullough - superintendent
1709 N. Thompson, Conroe, Texas 77301

39. Mrs. Una McGown - principal
1523 22nd Street, Huntsville, Texas 77340

40. Mr. Roy McGuire - teacher
P.O. Box 667, Trinity, Texas 75862

41. Mrs. Dorothy Martin - teacher
Route 1, Box 34A, Groveton, Texas 75845

42. Mrs. Vitima Mathis - teacher
Box 734, Groveton, Texas 75845

43. Mrs. Olive May - principal
Box 92, Trinity, Texas 75862

44. Mr. Harold C. Miller - teacher
1913 Avenue N., Huntsville, Texas 77340

45. Mrs. Norma D. Monk - teacher
Box 517, Crockett, Texas 75835

46. Mrs. Albert B. Moorehead - Director of Elementary Education
Box 413, Conroe, Texas 77301

47. Mr. Mance Park - superintendent
1625 Avenue P., Huntsville, Texas 77340

48. Miss Birdene Perry - teacher
P.O. Box 452, Trinity, Texas 75862

49. Mr. McKinley J. Pickens - counselor
1035 South 5th, Conroe, Texas 77301

50. Mr. Maurice Powell - principal
Box 184, Coldspring, Texas 77331

51. Mrs. Hazel Reagan - curriculum supervisor
P.O. Box 4, Groveton, Texas 75845

52. Mrs. Agnes Rhoder - teacher
P.O. Box 1241, Crockett, Texas 75835

53. Mrs. Mary Sandel - principal
1604 10th, Huntsville, Texas 77340

54. Mrs. Marjorie Sandles - teacher
General Delivery, Coldspring, Texas 77331

55. Mrs. Eloise H. Schubert - teacher
Box 474, Groveton, Texas 75845

56. Mr. James H. Sims - assistant principal
2212 Normal Park Road, Huntsville, Texas 77340

57. Mrs. Servella S. Smith - teacher
Box 636, Groveton, Texas 75845

58. Mr. Howard E. Steussey - teacher
Box 522, Groveton, Texas 75845

59. Mr. W. F. Stiles - principal
Box 789, Huntsville, Texas 77340

60. Mrs. Enda Joe Thompson - counselor
Box 67, Groveton, Texas 75845

61. Mr. Robert Thompson - principal
1102 N. 7th, Conroe, Texas 77301

62. Mr. O. L. Thorne - curriculum director
1815 Pleasant, Huntsville, Texas 77340

63. Mr. Cecil Williams - teacher
Box 377, Huntsville, Texas 77340

64. Mr. George Williams - principal
P.O. Box 165, Crockett, Texas 75835

65. Mr. I. T. Williams - teacher
1209 Commerce, Crockett, Texas 75835

66. Mr. Lee Williams - teacher
Box 5, Shepherd, Texas 77371

67. Tena L. Williams - teacher
Route 1, Box 105, New Waverly, Texas 77358

68. Mr. W. C. Williams - principal
Box 158, Lovelady, Texas 75851

69. Mrs. Virginia Williams - teacher
2016 Avenue P., Huntsville, Texas 77340

70. Mrs. Elois Wooten - teacher
314 North Austin, Crockett, Texas 75835

Alternates

71. Mrs. Sabra D. Berry
Star Route, Lovelady, Texas 75851

72. Mr. Berlin Bradford
Star Route, Box 16, Coldspring, Texas 77331

73. Oneida Bradford - teacher
General Delivery, Centerville, Texas 75833

74. Mr. George T. Branch - principal
803 Cowan Street, Conroe, Texas 77301

75. Mr. Bob Hawes
P.O. Box 481, Crockett, Texas 75835

76. Mrs. Betty T. Hawthorne - teacher
P.O. Box 43, Leona, Texas 75850

77. Mr. Freddie Marie Hughes - teacher
Route 2, Box 106, Willis, Texas 77378

78. Mrs. Ora Ella Lane
Route 2, Box 16, Lovelady, Texas 75851

79. Mr. Terrel J. Shepherd
1000 Rusk Avenue, Crockett, Texas 75835

80. Mrs. Wilma J. Williams
P.O. Box 158, Lovelady, Texas 75851

81. Cornelia Wooten, teacher
Star Route, Lovelady, Texas 75851